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ABSTRACT

A guide designed to assist any California community college in objective self-appraisal of its occupational education programs is presented. It is divided into two volumes. This volume provides the data necessary for an understanding of COPES, the procedures for its application, and time guidelines for scheduling its use. COPES is an acronym for Community College Occupational Programs Evaluation System. Its goal is to improve the quality and availability of occupational education in California community colleges by providing: (1) easily administered procedures and instruments for studying all aspects of occupational education, and (2) competent professional assistance in applying the system. Simplicity and unity are characteristic of its design. In the application of COPES, there are five essentials to its success: (1) involvement of the top leadership of the college, (2) careful advance planning, (3) participation of knowledgeable persons from the college, district, and community, (4) report of results to college participants, and (5) planning and action as a result of the study. (For related document, see JC 730 272.) (CK)

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COPES

COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM

GUIDE

sponsorship:
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Sacramento, California

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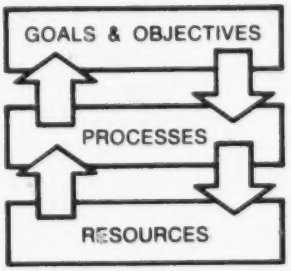

August 1973

JC 730 268

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California Community College Presidents:

COPES is CO-OP at its best.

Of the many developmental efforts in education with which I have been associated, or have observed, none has been more cooperatively approached or cooperatively achieved than COPES.

Literally thousands of men and women from virtually every part of the state have been involved--Community College instructors, counselors, administrators, students and advisory committee members, as well as top-notch representatives of business and industry. In addition, more than 30 colleges have participated institutionally.

As the sponsor of COPES from its inception two years ago, we are sincerely appreciative.

The result of all these tremendous contributions is crystallized in this COPES System Guide and the three subsystem guides which augment it. Here is a simple, consistent, proven way for California Community Colleges to take the measure of what they are accomplishing in occupational education, and to pinpoint areas for further planning and action.

Here, in short, is an ideal working tool for the realization of a goal we all share: attainment of the very best in quality and availability of occupational education for the students and the communities we serve.

Sidney W. Brossman
Chancellor
California Community Colleges

Foreword

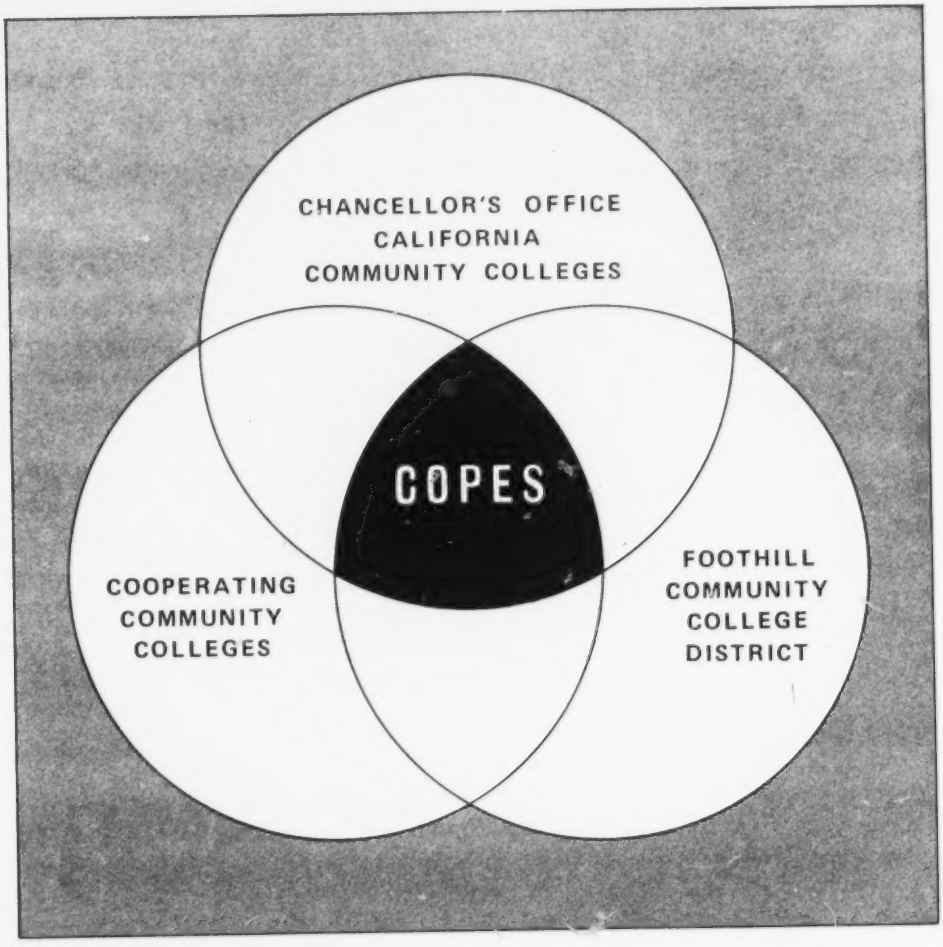
We at Foothill Community College District consider it both a significant responsibility and a distinct pleasure to be involved, in project management, in this new departure called COPES--the Community College Occupational Programs Evaluation System.

All of the people who have taken part in the project have certainly coped very successfully with their task of developing, refining and applying COPES as an objective means of appraising occupational education at California community colleges.

If COPES' past and present are any indication of its future, community colleges and their students will increasingly be the beneficiaries of the invaluable investments of human resources that have enriched the project to date.

John W. Dunn, Superintendent
Foothill Community College District

COPES COOPERATIVE LEADERSHIP MODEL FOR IMPROVING OCCUPATIONAL EDUCATION



Introduction

This COPES Guide is designed to assist any California community college in objective self-appraisal of its occupational education programs, either with or without impartial validation by a COPES site visit team.

Thoroughly tested, proven effective, COPES may be utilized for evaluation of a college's entire occupational education system, as well as specific parts of the system.

Its virtues, in all forms of application, are simplicity, flexibility and consistency.

This versatility and these virtues were not acquired by chance. As illustrated graphically on the facing page, they have resulted--as COPES itself has resulted--from a coordinated effort among the Chancellor's Office, cooperating California community colleges and Foothill Community College District.

In response to leadership from the Chancellor's Office, local community college leaders were active in the inception and development of COPES. In the project's first two years, 31 colleges voluntarily participated in COPES evaluation activities. The project is sponsored by the Chancellor's Office, with direct supervision assigned to Dr. Bill Morris, evaluation specialist, division of occupational education. Foothill District has provided project management, with Dr. Nathan Boortz, district director of technical education, serving as project manager and Dr. George Ebey, of George Ebey Associates, as project director. Leadership in COPES' continuing progress is provided by a broadly based planning and internal

evaluation committee, on which sponsor and management representation is augmented and enriched by prominent community college education generalists and occupational education specialists.

Thanks are expressed to the countless individuals throughout the state who have given so graciously and substantially of time, thought and energy in this cooperative undertaking. Special acknowledgment is made to all members of the planning and evaluation committee for their contributions of indispensable creativity, enthusiasm and professional insight to COPES.

In consequence, COPES has emerged as more than an evaluation system. It has become a mode of thinking. As such it can serve as a community college planning tool which breaks through stereotypes to pose, and point to directions for answering, the vital question: In terms of our occupational education goals and objectives, how can we derive the greatest value from our resources?

The COPES Guide is divided into two volumes. This volume concisely provides the information necessary for an understanding of COPES, the procedures for its application, and time guidelines for scheduling its use. The companion volume, COPES Guide Instrumentation, contains the forms required for summarizing basic information and obtaining perceptions of various persons identified with and interested in a college's occupational education system. Additional guides, each with appropriate specialized instrumentation, also are available for COPES subsystem applications.

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WHY COPES?

WHAT COPES IS

COPES is an acronym for Community College Occupational Programs Evaluation System. Its timeless goal is to improve the quality and availability of occupational education in California community colleges. It facilitates achievement of this goal by providing:

- Easily administered procedures and instruments for studying all aspects of occupational education.
- Competent professional assistance in applying the system.

Simple and consistent in design, COPES' function is to help a college assess what is in relation to what is desirable in occupational education.

WHAT COPES DOES

- Provides a consistent but flexible system for looking at occupational education.
- Encourages the involvement of many persons with views on the college's occupational education offerings--teachers, counselors, administrators, students, advisory committee members, other community leaders. Reduces these confidential perceptions to usable form through computer programming.
- Offers professional assistance to a college in validating its own self-perceptions.

- Meets evaluation requirements of the State Plan for Vocational Education and occupational education self-study requirements for accreditation.
- Identifies strengths and needs for improvement in occupational education.
- Provides a framework for planning and unified action in implementation of plans.

HOW COPES MAY BE USED

A COPES evaluation may take any of several forms. Each participating college determines which of the following applications it wishes to pursue:

- Appraisal of its total occupational education system.
- Appraisal of a portion of its system, such as one or more clusters of programs, a single program or a process.
- Appraisal of either its total system or a portion of its system, in conjunction with concentrated appraisal(s) of one or more of three specialized subsystems:
  - Programs and services for disadvantaged students enrolled in occupational education.
  - Programs and services for handicapped students enrolled in occupational education.
  - Programs and services for students enrolled in consumer and homemaking education.
- Concentrated appraisal(s) only, in one or more of the three specialized subsystems immediately above. (Note: While the consumer and homemaking education subsystem appraisal can be made independently of an overall appraisal, it is most effective in conjunction with an overall appraisal, since the full spectrum of home

economics programs, including home economics related occupations, is thus included.)

- System and/or subsystem appraisal(s) with impartial validation by a COPES site visit team.
- System and/or subsystem appraisal(s) without impartial validation by a COPES site visit team.

This guide volume and its companion (COPES Guide: Instrumentation) are designed for all appraisal applications of the COPES evaluation system. Separate subsystem guides and instrumentation have been prepared for appraisals of programs and services for the handicapped, the disadvantaged and students in consumer and homemaking education.

WHAT COPES MEANS

FOR THE INDIVIDUAL. An opportunity to participate in the improvement of occupational education at his college, as he perceives the need for improvement.

FOR THE COLLEGE. The identification of occupational education strengths and needs for improvement as a basis for planning and for allocating resources.

FOR THE STATE. The provision of leadership in improving occupational education through a consistent and comprehensive system of local self-appraisal and improvement.

COPES DESIGN

SIMPLICITY and UNITY are characteristic of COPES basic design. It has only three major components, and all aspects of COPES are related to these major components.

The three major components of COPES are GOALS AND MEASURABLE PROGRAM OBJECTIVES, PROCESSES, and RESOURCES. The simple basic design is presented graphically on the facing page. The detailed design is included as Appendix A.

As shown in the basic design figure, a chief focus is upon goals and abjectives and the effective use of processes and resources in achieving objectives. These objectives should be measurable in terms of products or outcomes. They also should be consistent with college and program goals.

APPLICATION OF COPES

ESSENTIALS TO SUCCESS

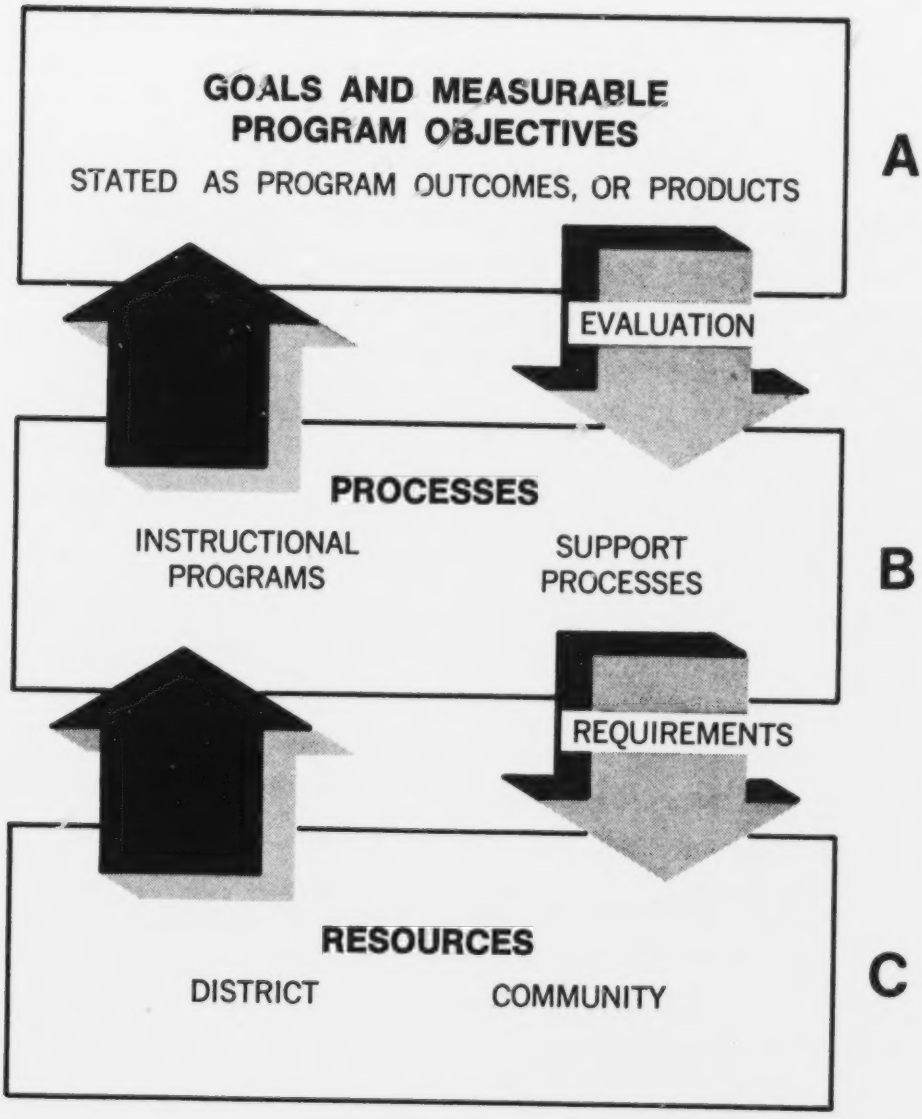
In the application of COPES, either in whole or in part, there are five essentials to success. They must be included if COPES is to be useful in improving the quality and availability of occupational education at a college. They are as vital for application of a single COPES subsystem as they are for the overall system. These essentials are:

- Involvement of the top leadership of the college.
- Careful advance planning, including communication and scheduling.
- Participation of knowledgeable persons from the college, district, and community.
- Report of results to college participants.
- Planning and action as a result of the study.

These essentials are discussed more fully in subsequent sections of this guide.

COPES MAJOR COMPONENTS

AND THEIR RELATIONSHIPS



STEPS IN APPRAISAL

STEP ONE--College Decision

A college decides to use COPES for appraisal of all or part of its occupational education system (see "How COPES May Be Used," page 2). The chief college administrator communicates this decision to the Division of Occupational Education of the Chancellor's Office.

(Note: A college electing utilization of one or more of the subsystem appraisals should also consult the appropriate COPES subsystem guide(s) for specialized step information.)

STEP TWO--Preliminary Contact

The Chancellor's Office communicates the request to the COPES project director, who contacts the chief college administrator or his designate to initiate application of the system and/or subsystem(s).

The college's contact with the COPES project office is named. College, district, and community groups to participate in the appraisal will be specified. A mutually acceptable pattern and schedule of activities will be developed. The schedule should be as free of conflicting dates as possible. (Examples of possible conflicts are pertinent state and national meetings, semester breaks, holidays, vacations, and final examination periods.) The schedule will include:

- An organization and orientation visit to the college by the site visit chairman.
- Orientation of persons participating in the appraisal.
- Distribution, collection, and confidential processing of perceptions instruments.
- Preliminary scheduling of site visit by the COPES team.
- Report of results to college participants.

If the college decides not to use the impartial validation services of a COPES site visit team, the schedule will be modified accordingly.

STEP THREE--Team Formation

The COPES site visit team chairman is appointed and the site visit team selected. All members will be qualified through experience in the application of COPES. The team chairman will be a person with facility in organization and a strong community college background. The size and composition of the team will vary with the assignment. Depending on college size, typically a team should have 5 to 7 members including the chairman if the total college occupational education system is studied. For a single occupational cluster a team of 3 or 4 members is desirable; lesser numbers also are needed for application of a COPES subsystem. Teams should be an appropriate blend of three groups: (a) community college generalists such as superintendents, presidents, and deans of instruction; (b) specialists in occupational education, including teachers; and (c) lay representatives. Thus a team of six might include a college president, a dean of instruction, two occupational deans, an occupational education teacher, and a lay person. One person on each team, excluding the chairman, will be a specially trained COPES report writer.

Beginning with his appointment, the team chairman becomes the official liaison representative between the college and all persons outside the district assisting in the study.

STEP FOUR--College Orientation

The site team chairman visits the college. He meets with the chief administrator, the college's COPES contact, and others the chief administrator may include for an organizational meeting. The purposes of the chairman's visit are:

- To assist in the orientation process and planning for orientation.

- To plan a detailed schedule for the site visit and arrange for accommodations.

There are several levels of orientation. These are discussed in a later section.

In addition to orientation, during his initial visit to the college, the chairman plans the following with the chief college administrator or his designated college contact.

- The schedule for the distribution, collection, and forwarding of the perceptions instruments.
- The detailed schedule for the site visit.
- Arrangements for physical accommodations for site visit team members, such as hotel accommodations and team conference room at the college.
- The forwarding of pertinent college materials to site team members prior to the visit, such materials as a college catalog, organization charts, descriptive brochures, and statistical reports.

STEP FIVE--Completion of Instruments

Personnel at the college and in the community participating in COPES complete and return their perceptions instruments. Except for Form 1, which is the official college position, these responses are confidential. They will, therefore, be returned in sealed envelopes to the designated college contact for forwarding to a COPES service center. This center will have ready access to previously programmed computer capabilities. This portion of the system will assure quick tabulation of responses in usable form. The COPES instruments are discussed briefly in a later section of this guide.

STEP SIX--Team Visit

The COPES team visits the college on the previously arranged detailed schedule. Prior to the visit each team member will have received pertinent college materials and the following:

- A copy of Form 1 (the official College Self-Appraisal of Occupational Education, signed by the president).
- Computer tabulations of the perceptions of various groups.
- A schedule of site visit activities.

The mission of the site visit team is to validate the college's occupational education self-appraisal. To do so the team will develop independent perceptions of the effectiveness of the various aspects of the college's occupational education system. In the process team members will use information from a variety of sources. They will relate their perceptions to the college's self-appraisal, noting concurrences and disparities. They will communicate their findings to the college, discussing differences in perceptions that may exist. They will identify special strengths and possible needs for improvement, as a basis for action by the college.

Typically the site visit will be of 3 days duration. The site visit will be divided into the following parts:

- A site team organizational meeting. This meeting normally will be held the evening before visiting the college or on the morning of the first day. It is limited to site team members. It is at this meeting that the members receive their specific assignments and have an opportunity to clarify information on their schedules and responsibilities.
- Two full days of data gathering. Included will be such activities as: a quick tour of the campus; a

protocol luncheon with the college administration; in-depth interviewing of key teachers, department heads, counselors, and administrators; and special individual assignments. A comprehensive interview should be held with the chief occupational education administrator. Illustrative pertinent topics for special individual assignments are: occupational counseling and guidance, including recruitment, placement, and followup; organization and coordination of occupational education, including horizontal and vertical articulation; learning centers and individualized instruction; special provisions for disadvantaged and handicapped; planning (including needs analysis) and program development; district and community support of occupational education, including budgetary support and use of advisory committees; consumer and homemaking education; continuing education.

- A meeting of the site visit team to prepare the oral presentation and outline the written report to the college. At this meeting team members will synthesize their information and reach a consensus on their perceptions of various aspects of the college's occupational education system. Form 7, Summary Profile by Site Visit Team, is used to record this consensus. These perceptions will be related to the college's official self-appraisal as well as to the perceptions of participating groups. (Form 7 may be used as a worksheet for this purpose.) Concurrences and disparities will be noted and used as the basis for the oral presentation by appointed team spokesmen. From the team consensus on the college's occupational education strengths and

priority needs for improvement, the team writer prepares a draft of the written report. This draft will be reproduced for editorial suggestions by team members prior to their departure from the site visit.

- Oral presentation and informal discussion of findings. Some colleges prefer this meeting to be with the college president and key members of his administrative staff to facilitate a spontaneous interchange of views and clarification of information. Some colleges desire a more formal presentation open to all participants and others from the college desiring to attend. Still others wish a combination of the two approaches. Meetings should be scheduled at a time convenient for those invited to attend.

STEP SEVEN--Written Report

Within two weeks after the site visit, a written report summarizing the oral discussion will be forwarded to the college by the chairman of the site visit team. This report is for the use of the college leadership in dissemination of the findings.

The report will summarize:

- When and where the meeting was held and who was in attendance.
- The college's occupational education strengths, as perceived by the site visit team.
- Needs for improvement meriting priority attention.
- Other information considered constructive.

Appended to the report will be Form 7, Summary Profile of Site Visit Team, which represents the COPES team consensus profile of

occupational education at the college. Other pertinent appendices also will be attached. They will include such details as team membership, activities of site visit team, and sources of information in general terms, as well as summaries of occupational education perceptions of college staff, students, and advisory committee members. Special reports on subsystems will be included as applicable.

INSTRUMENTATION

To facilitate its application, COPES provides several easily used instruments. Some have been referred to previously. All are contained in the companion volume to this guide, COPES Guide Instrumentation. They are described briefly here.

- Form 1, College Self-Appraisal of Occupational Education. Signed by the president of the college. Represents the official college view of its occupational education system. Contains basic factual information as well as a self-rating on various aspects of the college's occupational education system. Forwarded by college to designated COPES service center. Reproduced by center and distributed to all team members prior to site visit.
- Form 2, Perceptions of Occupational Education Programs. Completed by occupational education teachers, department heads, and division chairmen. Provides their perceptions of occupational education at the college from viewpoint of their programs or clusters of programs. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center. At center, coded by occupational program and tabulated by computer. Results furnished to COPES team prior to site visit.

- Form 3, Perceptions of Occupational Education. Completed by persons at the college who look at occupational education from the viewpoint of a generalist--such as dean of instruction, dean of student services, chief occupational education administrator, and counselors. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center. Tabulated by computer. Results furnished to COPES team prior to site visit.

- Form 4, Continuing Education Perceptions of Occupational Programs. Short form which provides occupational continuing education professional staff an opportunity to express their views on their continuing education programs. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results distributed to COPES team prior to site visit.

- Form 5, Student Perceptions of Occupational Education. Short form which provides students in occupational education an opportunity to express their views of the occupational programs in which they are enrolled. Returned to designate at college in sealed envelope by class. Forwarded unopened to COPES service center for tabulation. Results distributed to COPES team prior to site visit.

- Form 6, Advisory Committee Perceptions of Occupational Education. Short form designed to obtain views of advisory committee members on the programs with which they are affiliated. Returned

unopened to COPES service center for tabulation. Results distributed to COPES team prior to site visit.

- Form 7, Summary Profile by Site Visit Team. Used by site visit team in summarizing perceptions of various aspects of occupational education at the college. Used as basis for oral presentation to the college. Appended to site visit written report to college president.
- Form 8, Information Gathering Sheet. For use by COPES team members for taking notes during site visit.
- Form A(23). Computer tabulation showing distribution of responses by item on Forms 2 and 3. Prepared by COPES service center. Form 2 respondents grouped into occupational clusters (e.g., health occupations, distributive education, consumer and homemaking education). Form 3 respondents tabulated as administrators and counselors. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES team prior to site visit.
- Form A Summary (123). Computer tabulation showing distribution of responses by item on Forms 1, 2, and 3. Prepared by COPES service center. Only totals for occupational and administrator/counselor respondents shown. Considered nonconfidential. Available to college administration and other participant groups. Appended to written report to college.

- Form B(7-123). Computer tabulation profiling intervals of median response by item from College Self-Appraisal (Form 1), occupational education professional staff (Form 2), and administrators and counselors (Form 3). Prepared by COPES service center. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES team prior to site visit.

- Form C(4). Computer tabulation showing distribution of responses by item on Form 4, Perceptions of Occupational Continuing Education Professional Staff. Prepared by COPES service center. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES team prior to site visit. Table showing totals by item appended to written report to college.

- Form D(5). Computer tabulation showing distribution of responses by item on Form 5, Student Perceptions of Occupational Education. Prepared by COPES service center. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES team prior to site visit. Table showing totals by item appended to written report to college.

- Form E(6). Computer tabulation showing distribution of responses by item on Form 6, Advisory Committee Perceptions of Occupational Education. Prepared by COPES service center. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES team prior to site visit. Table showing totals by item appended to written report to college.

ORIENTATION

Effective orientation of participants and others at the local level is an important COPES ingredient. Several types of orientation are proposed.

The most extensive orientation is designed for the college professional staff who will be completing a detailed perceptions instrument (Form 1, 2, or 3) and may be interviewed in depth during the subsequent site visit. Typically these professional staff include:

- Occupational education teachers, department heads, and division chairmen.
- Counselors.
- College general administrators, including directors and general coordinators of occupational education.

For them a slide presentation has been prepared on the philosophy, procedures, goal and basic design of COPES. This presentation should be shown to all of these participants, and their role in the process explained. This responsibility should be assumed by the site visit chairman during his organization/orientation visit. If necessary, subsequent presentations may be made by a designate at the college. A pamphlet describing COPES will be available through the COPES service center. It should be distributed widely to professional staff and advisory committee members completing perceptions instruments.

Other types of orientation are proposed for persons involved in the process in less detail. These suggestions are:

- A covering letter accompanying the perceptions instrument to participating advisory committee members. The letter (see suggested form in Appendix B-3) should explain briefly the purpose of COPES, invite their cooperation, and be signed by the appropriate college administrator.

- A similar statement (see suggested form in Appendix B-4) to students who are invited to provide their views.

Prior to the COPES team site visit, another type of orientation is desirable for college staff not involved as COPES participants. A special letter from the president informing them of the college's participation in COPES is an effective means of communication for this purpose. It should be supplemented by other media available at the individual college. A suggested letter is included as Appendix B-5. A suggested news release for the college and/or community newspaper is also included as Appendix B-6.

ACTION BY COLLEGE

The purpose of self-study is action, if improvement is indicated. Action by the college as a result of COPES' findings is a local responsibility. It is assumed that these findings will be reflected in the district's one-year and five-year plans for vocational education as well as other constructive planning and action which may be advantageous to the college.

TIME GUIDELINES IN SCHEDULING

The convenient scheduling of the seven steps of COPES requires 65 working days or about three months. The elapsed days from Step 1 for each of the succeeding steps are shown on the next page. This scheduling guideline suggests that, except under unusual circumstances, a request should not be made after February 1 for COPES assistance in that academic year. Ideally a college should make its request prior to or early in an academic year.

COPES SCHEDULING GUIDELINES

Step	Action	Maximum Elapsed Days* From Request
1	College request for assistance on self-appraisal	0
2	Initial planning of COPES activities with chief college administrator	5
3	Appointment of COPES site visit team	10
4	Orientation and planning visit to college by site visit chairman	20
5	Completion and return of perceptions instruments to COPES service center	35
6	Site visit and oral presentation by site visit team	55
7	Written report of oral presentation	65

* Based on 5-day work week.

PARTICIPANT TIME REQUIREMENTS

All self-studies require personnel time. COPES is no exception. However, the system is planned to distribute the time involvement widely among college participants. Thus the time required of an individual participant is kept to a minimum. Estimated approximate time requirements by position, exclusive of secretarial and clerical assistance, are shown on the next page.

APPROXIMATE TIME REQUIREMENTS

OF COLLEGE PARTICIPANTS

(time in hours)

	Orientation	Planning	Self-appraisal (Form 1)	Perceptions Instrument	Site interview	Site visit coordination	Oral Presentation	Total hours
College president	1	2	1		1	1	1	7
College liaison designate	1	6	4	1	1	6	1	20
Other key administrator	1			1	1		1	4
Occupational education teacher*								
If interviewed	1			1	1		**1	3-4
Not interviewed	1			1			**1	2-3
Counselor								
If interviewed	1			1	1			3
Not interviewed	1			1				2
Student				***				***
Advisory committee member				***				***

* Includes division chairmen and department heads.

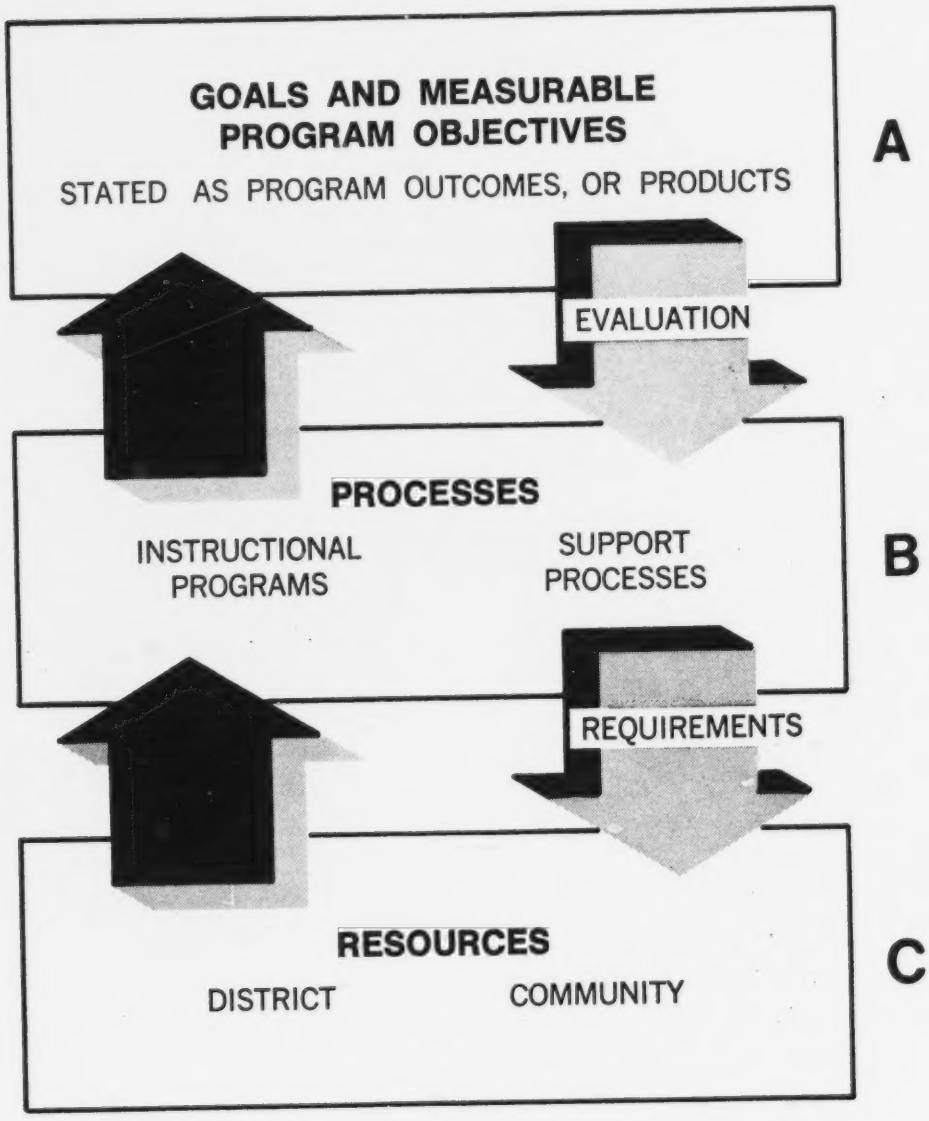
** Optional.

*** Less than one hour. An estimated 15 minutes for students; 20 minutes for advisory committee members.

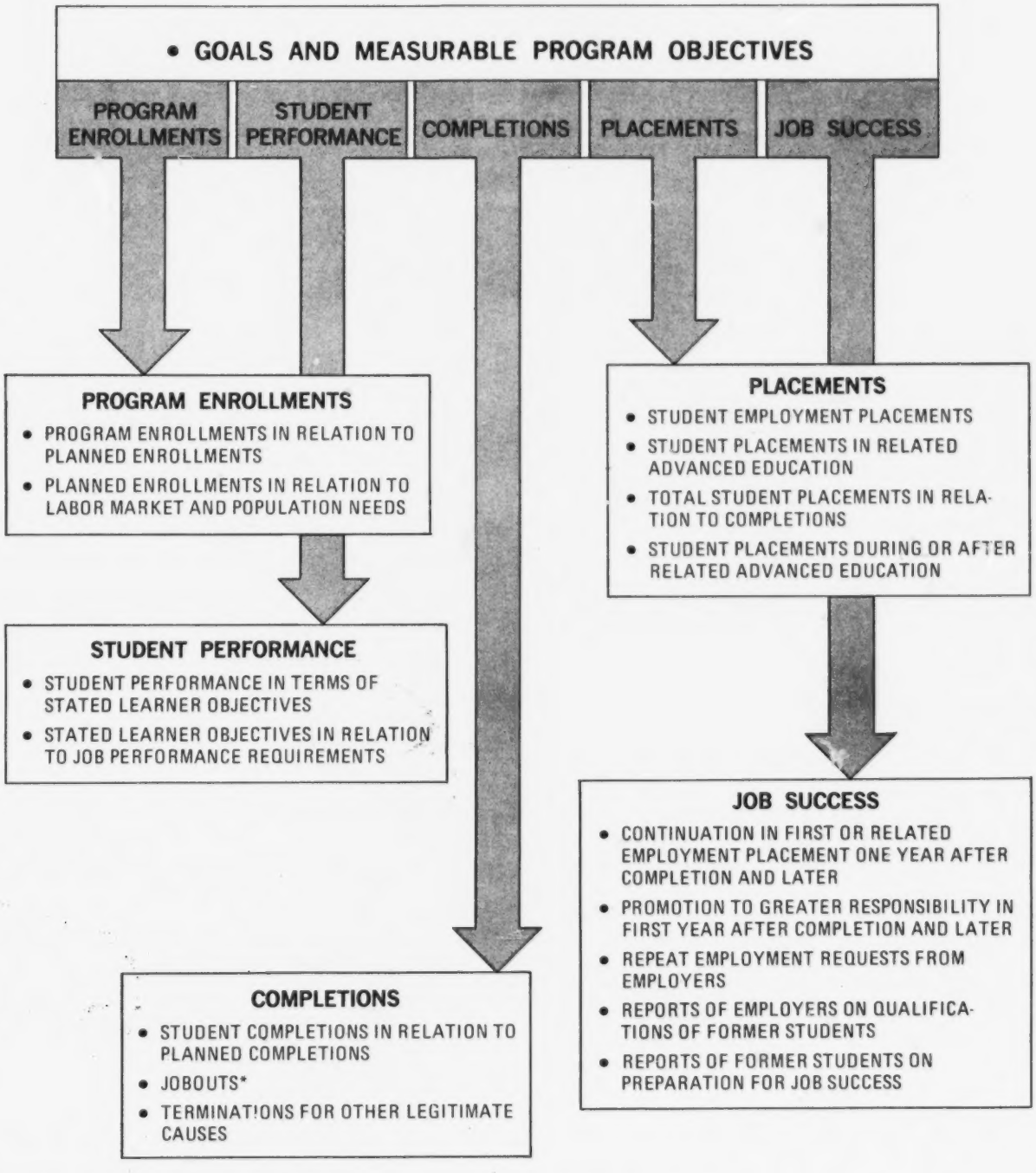
Appendix A
BASIC DESIGN

COPES MAJOR COMPONENTS

AND THEIR RELATIONSHIPS

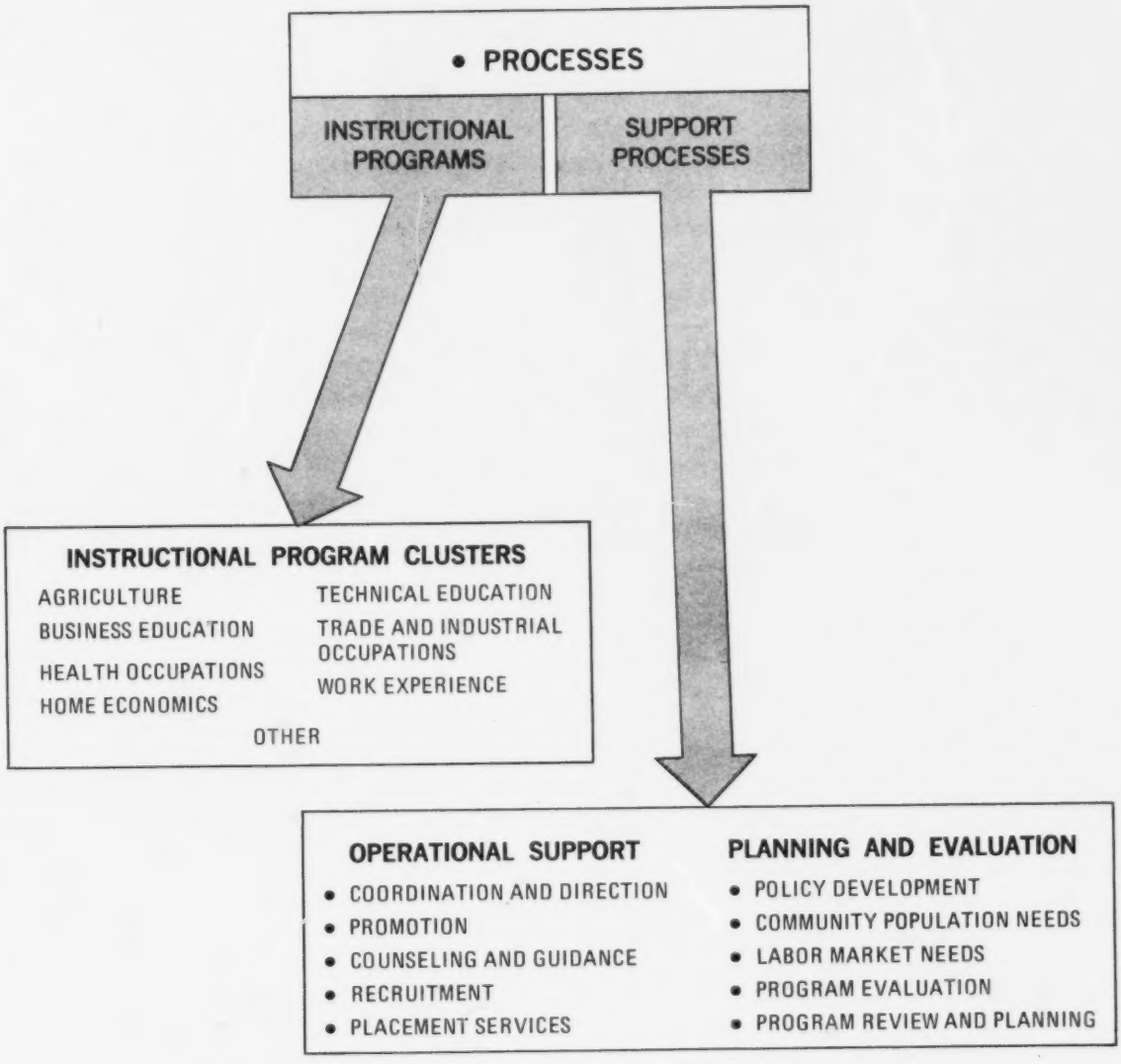


COMPONENT A


• GOALS AND MEASURABLE PROGRAM OBJECTIVES
PROGRAM ENROLLMENTS
STUDENT PERFORMANCE
COMPLETIONS
PLACEMENTS
JOB SUCCESS
PROGRAM ENROLLMENTS
• PROGRAM ENROLLMENTS IN RELATION TO PLANNED ENROLLMENTS
• PLANNED ENROLLMENTS IN RELATION TO LABOR MARKET AND POPULATION NEEDS
STUDENT PERFORMANCE
• STUDENT PERFORMANCE IN TERMS OF STATED LEARNER OBJECTIVES
• STATED LEARNER OBJECTIVES IN RELATION TO JOB PERFORMANCE REQUIREMENTS
COMPLETIONS
• STUDENT COMPLETIONS IN RELATION TO PLANNED COMPLETIONS
• JOBOUTS*
• TERMINATIONS FOR OTHER LEGITIMATE CAUSES
PLACEMENTS
• STUDENT EMPLOYMENT PLACEMENTS
• STUDENT PLACEMENTS IN RELATED ADVANCED EDUCATION
• TOTAL STUDENT PLACEMENTS IN RELATION TO COMPLETIONS
• STUDENT PLACEMENTS DURING OR AFTER RELATED ADVANCED EDUCATION
JOB SUCCESS
• CONTINUATION IN FIRST OR RELATED EMPLOYMENT PLACEMENT ONE YEAR AFTER COMPLETION AND LATER
• PROMOTION TO GREATER RESPONSIBILITY IN FIRST YEAR AFTER COMPLETION AND LATER
• REPEAT EMPLOYMENT REQUESTS FROM EMPLOYERS
• REPORTS OF EMPLOYERS ON QUALIFICATIONS OF FORMER STUDENTS
• REPORTS OF FORMER STUDENTS ON PREPARATION FOR JOB SUCCESS

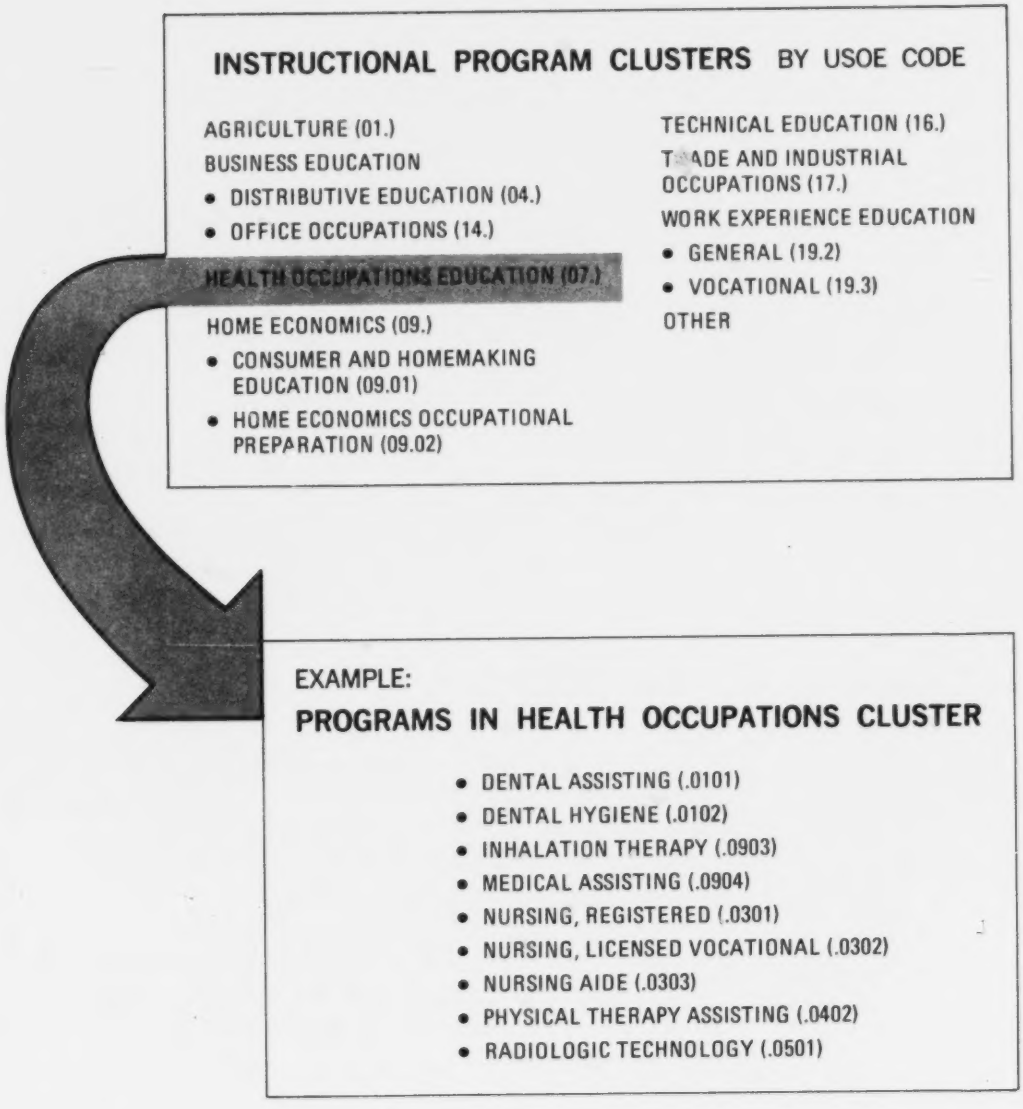
*Students taking jobs in their field of preparation prior to completing the college program of studies.

COMPONENT B

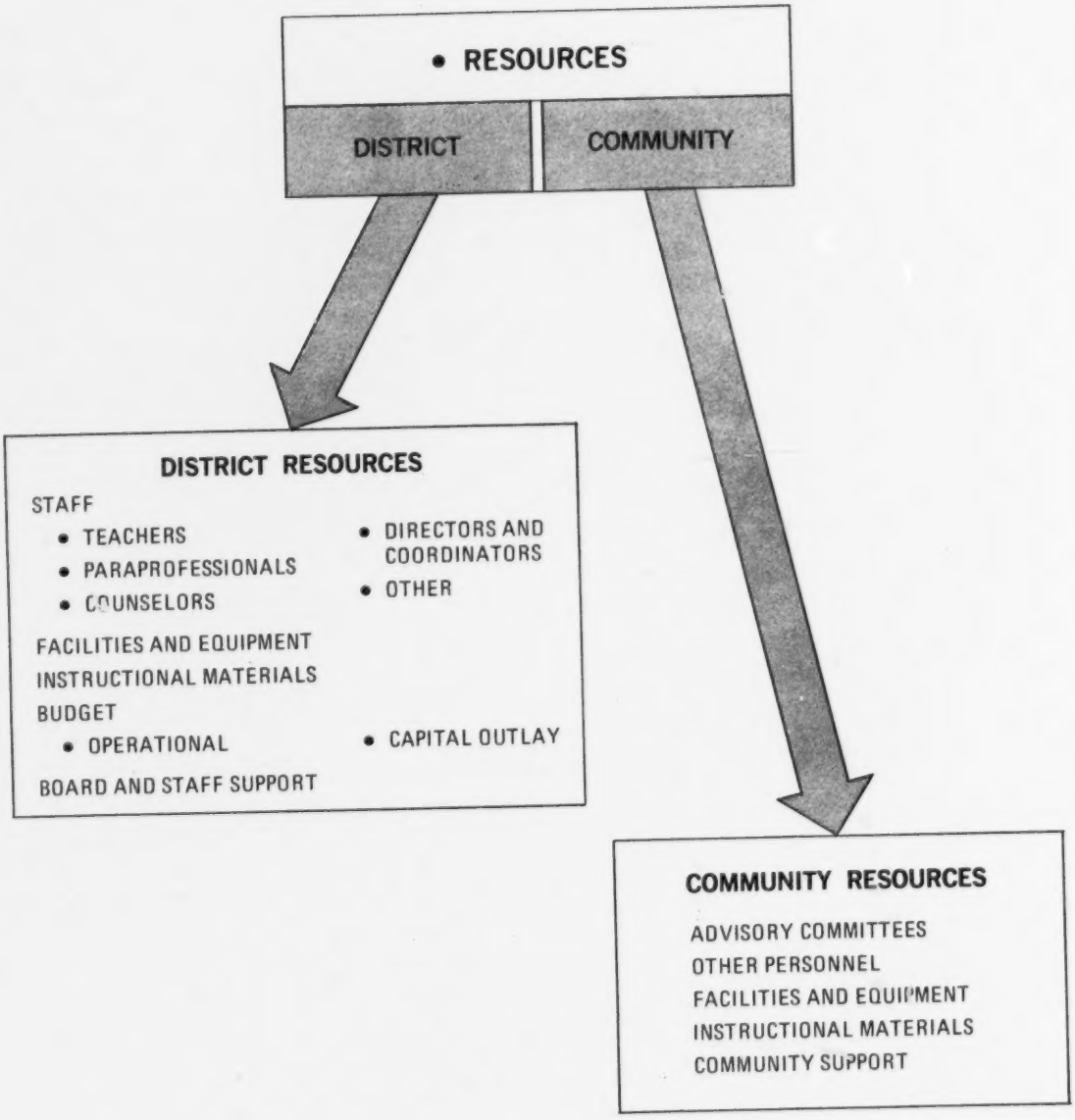

• PROCESSES
INSTRUCTIONAL PROGRAMS
SUPPORT PROCESSES
INSTRUCTIONAL PROGRAM CLUSTERS
AGRICULTURE
BUSINESS EDUCATION
HEALTH OCCUPATIONS
HOME ECONOMICS
TECHNICAL EDUCATION
TRADE AND INDUSTRIAL OCCUPATIONS
WORK EXPERIENCE
OTHER
OPERATIONAL SUPPORT
• COORDINATION AND DIRECTION
• PROMOTION
• COUNSELING AND GUIDANCE
• RECRUITMENT
• PLACEMENT SERVICES
PLANNING AND EVALUATION
• POLICY DEVELOPMENT
• COMMUNITY POPULATION NEEDS
• LABOR MARKET NEEDS
• PROGRAM EVALUATION
• PROGRAM REVIEW AND PLANNING

EXAMPLE OF RELATIONSHIPS BETWEEN CLUSTERS AND PROGRAMS

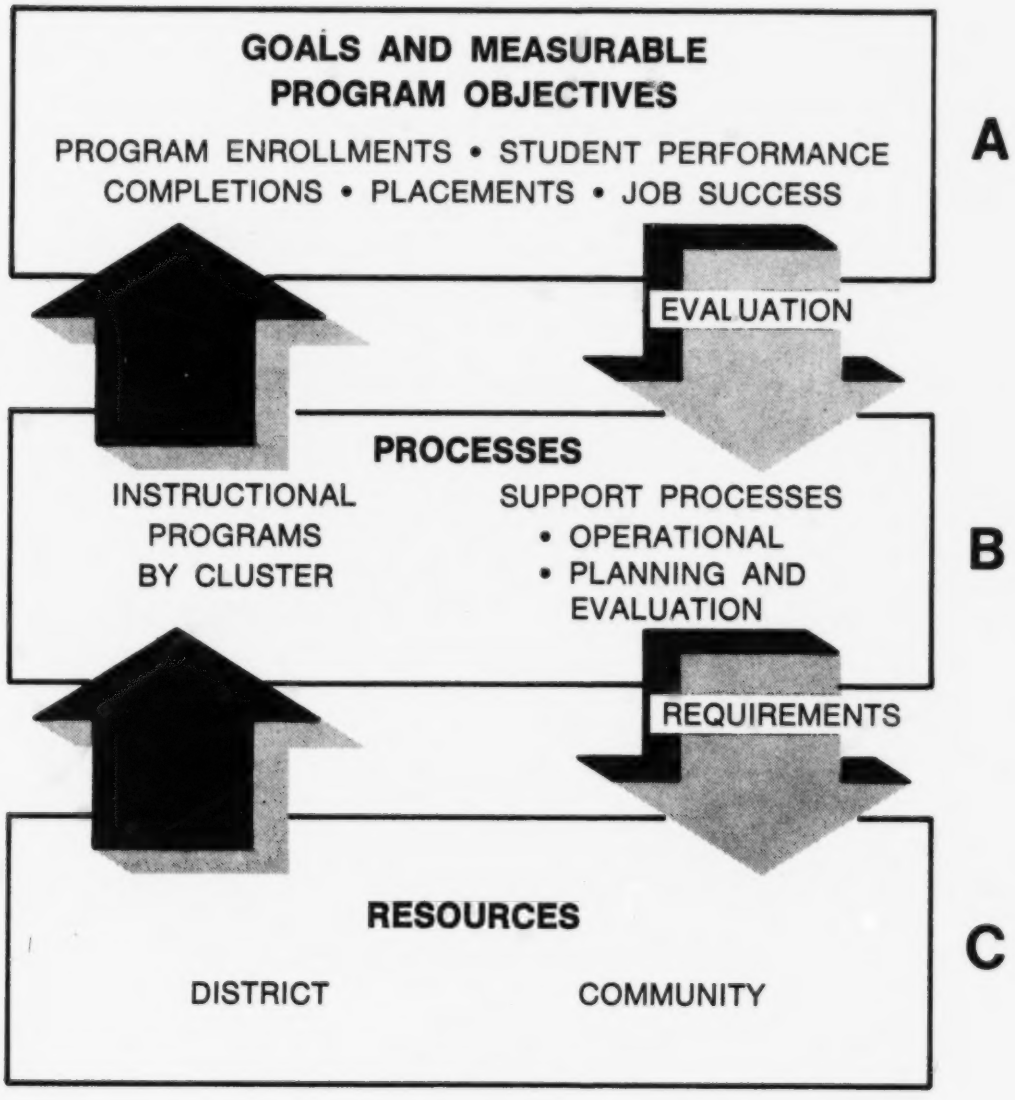
(EXPANSION OF COPES MAJOR COMPONENT B)



COMPONENT C


• RESOURCES
DISTRICT
COMMUNITY
DISTRICT RESOURCES
STAFF
• TEACHERS
• PARAPROFESSIONALS
• COUNSELORS
• DIRECTORS AND COORDINATORS
• OTHER
FACILITIES AND EQUIPMENT
INSTRUCTIONAL MATERIALS
BUDGET
• OPERATIONAL
• CAPITAL OUTLAY
BOARD AND STAFF SUPPORT
COMMUNITY RESOURCES
ADVISORY COMMITTEES
OTHER PERSONNEL
FACILITIES AND EQUIPMENT
INSTRUCTIONAL MATERIALS
COMMUNITY SUPPORT

COPES BASIC DESIGN SYNTHESIS



Appendix B
SUGGESTED ORIENTATION COMMUNICATIONS

ADVISORY COMMITTEE MEMBER LETTER
on College letterhead

Dear.....:

Please help us determine the answer to a critically important question: How well are we preparing (name of college) students for their chosen careers?

To make sure we are doing everything we can in that regard, we have undertaken a comprehensive self-evaluation of the College's occupational education programs. We would greatly appreciate your participation, as a valued member of a College advisory committee.

Others in the community will also be involved in this important project, as well as teachers, counselors, administrators and students, and a specially trained team of California experts representing a statewide assistance service called COPES (Community College Occupational Programs Evaluation System).

Specifically, we are requesting just a few minutes of your time to fill out the enclosed COPES confidential questionnaire. Please return it in the enclosed, addressed envelope by (date) to George Ebey Associates (the COPES service center) for tabulation. Please do not sign the questionnaire. We need your frank, candid opinions--not your name.

In closing, permit me to re-emphasize our thanks for your conscientious advisory service on behalf of the College and its students. As I hope you are aware, people like you are of inestimable benefit to us all.

Yours sincerely,

(College president)

Enclosure

STUDENT LETTER
on College letterhead

Dear.....:

How good a job are we doing to prepare you for your chosen career?

To determine the answer to that question, for you individually and for all other (name of college) students enrolled in our occupational education programs, we are now undertaking a comprehensive self-evaluation of these programs.

We invite you to participate along with other students. Simply fill out the enclosed confidential questionnaire and give it to the student designated in your class to collect the questionnaires and place them in a sealed envelope for later tabulation.

Please do not sign the questionnaire. We need your frank, candid opinions--not your name.

Teachers, counselors, administrators, and men and women in the community also will be involved in this project, as well as a team of California experts representing a statewide assistance service called COPES (Community College Occupational Programs Evaluation System).

Our goal, of course, is to make sure we're doing everything we can for your career success. Your cooperation will be greatly appreciated.

Yours sincerely,

(College president)

Enclosure

STAFF LETTER

To All College Personnel:

We have undertaken a comprehensive self-appraisal of the effectiveness of the occupational education programs offered by (name of college).

Our purpose is to identify areas of strength and needs for improvement, so that we may most solidly plan for the future.

To assist us in the appraisal process, a team of experts representing a statewide service sponsored by the Chancellor's Office of the California Community Colleges will visit the campus on (dates). The service is called "COPES" (Community College Occupational Programs Evaluation System). The team will be lead by (name and title of COPES team chairman).

During their visit, members of the COPES team will interview many occupational education instructors, as well as counselors, administrators, students and knowledgeable people in the community.

I know you will join me in welcoming the COPES team and, should the occasion arise, in contributing to the success of their important mission.

(College president)

PRESS RELEASE

How well is (name of college) preparing occupational education students for their chosen careers?

A comprehensive college self-appraisal has been undertaken to determine the answer to that question, President (name) announced today.

Many men and women, both on the campus and in the community, are participating in the process, according to President (name). They include occupational education instructors, counselors, college administrators, students and members of college advisory committees.

To assist the college, a team of experts representing a statewide service sponsored by the Chancellor's Office of the California Community Colleges will visit the campus on (dates). The service is called "COPES" (Community College Occupational Programs Evaluation System). The visiting team will be led by (name, title of COPES team chairman).

"This is an extremely important project for (name of college)," President (name) explained. "Our purpose is to identify areas of strength and needs for improvement in our occupational programs, so that we may most solidly plan for the future."

UNIVERSITY OF CALIF.
LOS ANGELES

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